

## Snapshot Reference of 17 Indicators

<b>Monitoring Priority: FAPE in the LRE</b>	
<b>Indicator 1</b>	Percent of students with disabilities graduating from high school with a regular diploma.
<b>Indicator 2</b>	Percent of students with disabilities dropping out of high school.
<b>Indicator 3</b>	Participation and performance of children with disabilities on statewide assessments: A. District data compared to State AYP objectives for the disability subgroup. B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodation; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
<b>Indicator 4</b>	Rates of suspension and expulsion: A. District data indicate a discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. District data indicate a discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year by race/ethnicity.
<b>Indicator 5</b>	Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements.
<b>Indicator 6</b>	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., Regular Early Childhood Settings, Separate classes, schools or residential facilities, Home or Service Provider Location).
<b>Indicator 7</b>	Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs.
<b>Indicator 8</b>	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>Monitoring Priority: Disproportionality</b>	
<b>Indicator 9</b>	District data indicate disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>Indicator 10</b>	District data indicate disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
<b>Monitoring Priority: Effective General Supervision</b>	
<b>Indicator 11</b>	Percent of children for whom a referral was received and placement determined within 90 days.
<b>Indicator 12</b>	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>Indicator 13</b>	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
<b>Indicator 14</b>	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
<b>Indicator 15</b>	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<b>Indicator 16</b>	Percent of mediations held that resulted in mediation agreements.
<b>Indicator 17</b>	General Supervision—State Systemic Improvement Plan